

Programme 109.†

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(September to December, 1927.
January to March, 1928, overseas.)

Parents' National Educational Union.

The Parents' Union School.

(Address : THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto : "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and
good literature."—(DEAN COLET.)

FORM I., (A & B).

PUPILS' NAMES.....

Bible Lessons.

The Bible text must be read and narrated without interruption.

A & B I. Suitable stories from *Judges*, chapters 13-16, and from *I. Samuel*, chapters 1-8. Teacher to study Dr. Paterson Smyth's *Judges*, (A.P.C.K., 1/6), lessons 7-14, in order to bring the passages home to the children, adding comments if necessary,

or, Beginners: Teacher to read from *Bible Stories: Old Testament*, by R. G. Moulton (Macmillan, 2/6).

II. Suitable stories from *St. Matthew's Gospel*, chapters 1-9, teacher using Dr. Paterson Smyth's *St. Matthew* (Sampson Low, 1/6), lessons i.-vii.

(Optional) *The Children's Book of Prayers*, by S. B. Macy (Longmans, 9d.). *The Children's Kingdom* (daily readings), by G. Watts and S. F. Perrin (Blackwell, 5/-). *Sidelights on the Bible*, by Mrs. Brightwen (R.T.S., 3/-). *Bible Atlas* (S.P.C.K., 1/-). *The Wonderful Prayer*, by G. Hollis (S.P.C.K., 2/6). *The Winchester Hymn Supplement* (Warren, Tunes 1/9, Words 4d.), or, *The Church and School Hymnal* (S.P.C.K., 3/6; words only, 1/6).

† The 109th term of work set since the Parents' Union School began.

Reading (Sunday, holiday and "children's hour") (*optional*):

A *A Book of Golden Deeds*, by Charlotte Yonge (Macmillan, 2/-), pp. 148-218 (to A.D. 1535). *Captain Cook* (Nelson, 1/6). *Kingsley's Water Babies* (Dent, 2/-). *In the Beginning*, by Eva Erleigh (Heinemann, 5/-). *Legends of the Stars*, by M. Procter (Harrap, 1/6).

B *Mrs. Gatty's Parables from Nature* (Dent, 2/-), or, *The Child's Book of Saints*, by William Canton (Dent, 2/-). *The King of the Snakes*, by G. Baskerville (S.P.C.K., 1/-).

Writing.

*A New Handwriting** (is not script), by M. M. Bridges (P.N.E.U. Office, 5d. each card; teacher to study instructions, 6d.).

A Card 1, lines 3 and 4; card 3, lines 4 and 5, or continue. Two letters to be mastered each lesson. Transcribe from reading books, and write words and short sentences from dictation; new words must be visualized beforehand (see *Home Education*, pp. 240-243).

B Card 3, lines 3 and 4; eight letters from card 10; or continue; one letter to be mastered each lesson. Write, and print, letters and words from dictation as well as from copy (see *Home Education*, page 234).

BEGINNERS.—Right-hand half of card 4 of *The "New Handwriting."*

Tales.

A *The Pilgrim's Progress** (Oxford Press, 3/6, or, R.T.S., 2/6), Part I., from "The Valley of Humiliation" to "The Pillar of Salt." *Tales of Troy and Greece*,* by Andrew Lang (Longmans, 5/-), pp. 101-145.

B Three Fairy Tales. Andersen's *Fairy Tales* or Grimm's *Fairy Tales* (both, Oxford Press, 1/6, or, Dent, 2/-), may be used. Three fables, *Æsop's Fables* (Murray, 2/6).

English History.

A *Our Island Story*,* by H. E. Marshall (Jack, 10/6), pp. 168-229 (1199-1347). Mrs. Frewen Lord's *Tales from Canterbury Cathedral* (Sampson Low, 1/6), chapters 6-9.

B *Our Island Story*, pp. 41-84 (A.D. 449-1017).

Geography.

In every lesson there should be six map questions before reading letterpress, then reading and narration.

A *Ambleside Geography Books*, Book I.* (Kegan Paul, 2/6), lessons 32-35 inclusive. *Ambleside Geography Books*, Book II.* (Kegan Paul, 3/-), lessons 10-17, inclusive. Philip's *Atlas of Comparative Geography** (3/6). Be able to describe six places connected with

recent events. Pace and make plans of the length and breadth of 2 rooms, 2 passages, 2 garden walks.

B *Ambleside Geography Book I.*, lessons 1-5, inclusive. *The Children's World*, by M. S. (Fountain Press, 2/-), Japan, India, China, Arabia. Be able to describe six places Father and Mother have visited. (1) Describe, (2) make in tray of sand, roads, parks, streets near home.

Natural History.¹

A & B Keep a Nature Note-Book (P.N.E.U. Office, 5d., and see *Home Education*, pp. 54, 55). Teacher may find useful: *Countryside Rambles*, by W. S. Furneaux (Philip, 2/6).

A *Riverside Rambles** ("Eyes and No Eyes Series," Cassell, 1/3), lessons I.-V. *Wild Life Studies*,* by F. Pitt (Nelson, 1/6), pp. 125-189. Find and name wild flowers: watch six wild animals, birds, fishes, etc.

B *Within the Deep* ("Eyes and No Eyes Series," Cassell, 1/3), lessons 6-11; watch and describe six (a) birds, (b) animals. *Tommy Smith at the Zoo* (Methuen, 2/9), pp. 53-110.

Picture Study (see *Home Education*, pp. 307-311, for directions).

A & B Study reproductions of six pictures by Ribera* (P.N.E.U. Office, 2/- the set): see notes for teachers in the September number of the *Parents' Review*.

French.² (see N.B. 3).

A & B *Cours de Français, Méthode Orale*, Vol. I., by F. Thémoin (Hachette, 2/-), pp. 67-79 (B take the "series" only).

A *Recueil de Poèmes*, Vol. I., by J. Molny (Blackie, 6d.). (Optional), *French Fables in Action*, by V. Partington (Dent, 1/9), pp. 1-7; children to narrate.

B Singing games, see under *Singing*.

Number (see N.B. 3).

Teachers should use *The Teaching of Mathematics to Young Children*, by I. Stephens (P.N.E.U. Office, 4d.). Rapid mental work for A and B.

A Nelson's *Arithmetic Practice*, Part II. (10d.), Terms II. and III., pp. 37-48, or, Part II., Term I., pp. 1-11; build up and practice Multiplication Tables (five minutes' exercise in every lesson). Tables to be worked out in money thus: $9 \times 7 = 63$; 63 pence = 5s. 3d.

B Nelson's *Arithmetic Practice*, Part I. (10d.). Term II., pp. 19-27. Build up and learn Multiplication Tables 6 and 12. Sums may be worked with dominoes, beans, etc., at first.

Teacher may use *Teacher's Book*, Part II. (1/2), or, Part I. (1/2).

¹ Members overseas see special leaflet.

² Schools may substitute the national language.

Brushdrawing.

A & B Teacher may consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-). *Brushdrawing*, by A. F. Fildes (Charles, 5/-); use fresh flowers or fruits for models. Paint-box with specially chosen colours and brush (P.N.E.U. Office, 2/6). Children should draw occasionally with brush or chalk from memory. For chalk drawing, milled blackboards (P.N.E.U. Office, 1/3 each) may be used. *Pencils should not be used*. Six wild fruits; six animals that you have been able to watch; scenes from your Tales, in brushwork.

Recitations.

A & B Learn 6 verses each from *I. Samuel*, chapter 3, and from *St. Matthew's Gospel*, chapter 2. Psalm 19. One suitable Christmas hymn. Recite a poem (each child may choose a different one). *A First Book of Poetry*, compiled by M. A. Woods (Macmillan, 3/-); or, *The Golden Staircase*, by L. Chisholm, Parts I.-IV. (Nelson, 4d. each part).

Reading.

Children should visualize new words every day: see *Home Education*, page 240: see also word drill in the "Beacon Readers."

A Poetry and books used for History, Geography, and Tales. (Upper I.A.): *Captain Cook* (Nelson, 1/6). *The Flower of Gold* (legends from the French), by D. King (Blackie, 1/4).

A & B Children who can read a little may use one or two of the following: *The Beacon Readers*, Books III. (1/2), IV. (1/4), according to directions in *Teacher's Manual* (Ginn, 1/6), or, *Picture Tales from the Russian*, Books I. to III. (Blackwell, 1/- each). *Scottish Fairy Tales* (8d.), *Irish Fairy Tales* (9d.), (both Collins).

B Reading taught as in *Home Education*, using *The Children's Letter Box** (2/6) together with *Dickory Dickory Dock: The Children's Reading Box** (3/6), both prepared by E. R. Tetley (Jackson & Son), or, *The Beacon Readers*, Books I.* (10d.), and II.* (1/-), with *Teacher's Manual* (Ginn, 1/6).

Music.

A & B (a) *Child Pianist* (Curwen & Son, 3/-), continue *Teacher's Guide* (revised edition, 7/6), or (b) use *Beringer's Pianoforte Tutor* (Bosworth, 3/6 complete, or in 2 parts, 2/- each), with *An Introduction to Music*, by H. E. Piggott (Dent, 3/6).

Musical Appreciation.

A & B Schubert, see *The Term's Music*, by C. H. Glover (Kegan Paul, 4/6) and *Our Work* (September P.R.).

Singing.

A & B *Sonnez les Matines* (P.N.E.U. Office, 4/6), or, French singing games from *Chantez mes Enfants*, by Lady Bell Stainer, first series (Novello, 1/6).

A *Ten Minutes' Lessons in Sight-Singing* (Curwen & Son, 3/-), lessons 12-15. Two English songs: *The National Song Book*, edited by C. V. Stanford (Boosey & Co., 6/-). *On Music Teaching*, by W. H. Leslie (P.N.E.U. Office, 6d.).

B *The Joyous Book of Singing Games*, by John Hornby (Arnold, 3/6), or, *Songtime*, edited by Percy Dearmer (Curwen, 4/6).

Drill.

A & B *The Joyous Book of Singing Games* (see above), or, *Rhythmic Games and Dances*, by Florence Hewitt (Longmans, 3/6). Folk dances: *Scandinavian Dances*, Series II (Ling Association, 11d.). *British Marches for Schools*, by Martin Shaw (Evans, 3/6). Ex-Students take House of Education Drills.

A *Board of Education Syllabus of Physical Training for Schools, 1919* (1/6): take six consecutive Tables.

B *Physical Exercises for Children under Seven* (3d.).

A & B *Suggestions in Regard to Games* (4d.). (All Eyre & Spottiswoode.)

Work.

A & B Help in house or garden. *Paper Modelling*, by M. Swannell (Philip & Son, 3/6), Series II., 11-13. *Rug-work*, Weldon's No. 77 (6d.). Make Christmas presents. *The Play-work Book*, by Ann Macbeth (Methuen, 3/6). Use *The World of Paper*, Toy Book, by Forbicicchio (Willis & Co., four vols., 1/3 each). Help the "Save the Children Fund" (42, Langham Place, London, W.1).

GENERAL NOTES.

N.B. 1.—All children should spend two years (average ages 7 and 8) in Form I.A. In the second year they should read their own books and sometimes write narration. Classes in the second year of I.A might be called "Upper I.A."

N.B. 2.—In home schoolrooms where there are children in A as well as in B, both forms may work together, doing the work of A or B as they are able, but more work must be expected from I.A.

N.B. 3.—In Arithmetic and French there must be no gaps. Pupils must go on from where they left off, but they will be handicapped in the future unless they can do the work set for the Form.

N.B. 4.—Each pupil should have a copy of all books, etc., marked * and a set of the Pictures and materials. One copy of the other books is sufficient. The books from "Drawing" onwards are advisable but optional.

N.B. 5.—For methods of teaching the various subjects see *Home Education* (P.N.E.U. Office, 5/6).

N.B. 6.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 7.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age; also that provision is made for holiday and evening reading, occupations and hobbies.

N.B. 8.—*The current Programmes are for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside

N.B. 9.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto, 5½d. each, and Cambridge paper for Examination, 1/- for 4 quires (*not less*) single, double lines and squares: special clipped book post envelopes, 4d. for 3. Drawing paper, 20 sheets for 6d. Drawing Books, painting paper (9d.). The School Badge (silver, 4/-, metal, 9d.). Book Plates, gummed and ungummed (25 for 6d.). School Hat Band (2/3), and Ribbon (2 inches wide 2/2 a yard, ½ inch wide, 1/3). Boys' Belts, 2/-. Ties (1/3 cotton, 3/3 and 2/6 silk). P.U.S. Monogram Badges (9d.) for boys' and girls' caps. Badges stencilled in washing colours on pale blue linen may also be obtained (4½d. unmounted, 6d. mounted). P.U.S. Prayer and Hymn (1d.).

N.B. 10.—All letters about the School and Programmes, except book orders, should be sent to The Director, Parents' Union School, Ambleside, Westmorland. Members are asked to send the School Fee direct to Ambleside. The P.N.E.U. subscription should be sent to the London Office, also money for books with the enclosed Order Form; orders should be sent as early as possible.

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FORM I. (A and B)

PUPILS' NAMES.....

Bible Lessons.

A & B I. 1. Tell (*a*), two stories about Samson's great strength,
or, (*b*), the story of his death.
2. Tell (*a*), how the Lord called Samuel in the Temple, *or*,
(*b*), how the Philistines sent away the Ark of God
out of their country.
II. 1. Tell (*a*), about the Wise Men from the East, *or*, (*b*), the
story of Jesus and the Centurion's servant.
2. Tell a story (*a*), about John the Baptist, *or*, (*b*), about
our Lord and the great tempest in the sea.

N.B.—*Stories learned under recitations should not be given.*

Writing.

A Write a line of poetry from memory.
B Write, or print,—“See the snowy whirlwind fly.”

Tales.

A 1. Tell (*a*), how Christian fought with Apollyon, *or*, (*b*),
how Christian and Faithful went through Vanity
Fair.
2. Tell (*a*), what happened to Ulysses and his men in the
cave of the Cyclops, *or*, (*b*), about the adventure
with Scylla.
B 1. Tell (*a*), a short fairy story (or an incident from a long
one) from one of Grimm's or Andersen's fairy tales,
or, (*b*), one of Æsop's Fables.

English History.

A 1. Tell the story of (a), Hubert de Burgh and Henry III.
of Winchester, or, (b), Simon de Montfort.
2. Tell about (a), the battle of Crecy, or, (b), the Siege of Calais.
3. Tell a story about (a), Stephen Langton, or, (b), Archbishop Walter.

B 1. Tell about (a), Merlin and the Giant's Dance, or, (b), the coming of Arthur.
2. Tell about (a), some of the great things King Alfred did for his people, or, (b), Ethelred the Unready.

Geography.

A 1. How are maps made?
2. Draw a map of an imaginary county, putting in rivers, mountains, towns and boundaries, with names.
3. Describe (a), a journey from the Firth of Forth to the Shetland Islands, or, (b), a visit to North Wales.

B 1. Tell six things about (a), Japan, or, (b), India.
2. How can we know the shape of the world? Tell three ways in which you could see for yourself.

Natural History.

A 1. How many kinds of tits are there? Describe two of them, saying what you have noticed yourself (or read) about them.
2. Give an account of the Fish-Hunter and his family.

B 1. Tell what you know about (a), a whale and the way he lives, or, (b), how some fish protect themselves from their enemies.
2. Tell some of the things that "Tommy Smith" learned about kangaroos. Have you seen one? If so, say what you noticed yourself.

Picture Study.

A & B Describe "The Adoration of the Shepherds," by Ribera.
(Another picture may be described if this has not been studied.)

French (oral only).

A 1. Say what you can in French about *Le Déjeuner* (see picture p. 68 Thémoïn).
2. Give the French names for five parts of your head, and say something in French about three of them.

B 1. What can you say in French about the picture on p. 72 (Thémoïn)?
2. Give the French names for 6 things which you would find on the table at breakfast.

A & B 3. Recite a French Poem, or, play a French Singing-game.

Number. (All working must be shown.)

A 1. I change a ten shilling note, a half-crown, a shilling, and a sixpence into pennies. How many pennies have I?
2. The toys for one Christmas tree cost £2 7s. 9½d. How much will they cost for 10 Christmas trees?
3. A man makes a ladder with 20 steps, each step 8 inches long. What length of wood did he buy for the steps? Give your answer in feet and inches.

or, 1. Draw a plan of an oblong flower-bed, making 2 sides each 3 inches long, and 2 sides each 2 inches long. Draw lines $\frac{1}{2}$ an inch apart across the plan both ways. How many plants could you put in the bed, putting one in each of the squares you have made?
2. Books were reduced from 18d. to 14d. each. How much shall I save in buying 24 books?
3. Find the whole cost of 3 dozen toy motors at 3d. each, and two dozen doll's beds at 2d. each.

B 1. A shop had 150 boxes of crackers before Christmas; after Christmas there were only 24 boxes left. How many were sold?
2. If 256 stockings each had 6 presents in them, how many presents would there be altogether?
3. At a party there were 5 dishes with 16 chocolates in each, and 3 dishes with 28 chocolates in each. How many chocolates were on the table?

Brushdrawing. (All work to be done with brush and in colour.)

1. Make a picture, giving it a name, for a story you have enjoyed.
2. Some hips or other wild fruits.

Recitations.*

Father to choose a hymn, a poem, and two passages from the Bible Lessons.

Reading.*

Father to choose unseen passage.

Music *

Examine in work done and report progress.

Singing.*

Father to choose an English and a French song, and I.A., two tonic sol-fa exercises.

Drill.*

Drill, before parents.

Work.*

Outside friend to examine, but list of handicrafts completed
to appear in *Parents' Report*.

N.B. 1.—Examination to begin on Monday, December 5th.
Papers to be posted on Saturday, the 10th, *with no other
enclosure*.

N.B. 2.—Subjects thus indicated (*) to be marked on the
Parents' Report according to Regulations, and marks to be
added up. For scale of values see head of Report Form.

N.B. 3.—Members are asked to read the Regulations care-
fully, as much time is lost by the examiners when (a), there is
no numbered list of the subjects sent for examination, (b), the
papers for each child are not fastened together, (c), the name
of the member does not appear, or (d), the totals of parents' marks
are not given.

N.B. 4.—Cambridge paper and the special envelopes should
be used. Answers may not be written on both sides of the
paper. The papers should be tied together loosely with string
at the left-hand corner, and should be packed flat.

N.B. 5.—Please note carefully (a) the amount of written
work expected in Form I.A, (b), the Regulations as to the
number of papers to be sent in by Schools. In Schools: a
teacher's P.U.S. Report on *one* child's oral work may be sent
up from Form I.B, where it is not possible to arrange for
dictated answers.

N.B.—Members are asked to state on the *Parents'* or *Teachers'* Report
Form (a), how the pupil has worked during the term; (b), if there has
been any handicap on account of illness during the term; (c), the reason
for the omission of subjects in the examination.